

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: KS1 Year B Unit 3

NC/PoS: Lives of significant individuals

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods**
- Significant historical events, people and places in their own locality

Prior Learning (what pupils already know and can do)

- Know old and new
- Know change over time
- Know that they live in Warrington in the UK
- Know there are significant people to them such as family and friends
- Know that people have different cultures and beliefs

End Points (what pupils MUST know and remember)

- Know living memory means people are alive today who can remember the changes/ event
- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know that a significant person is someone we remember due to their achievements or way of life
- Know that we can learn about people from beyond living memory by using a variety of sources
- Know that significant people will have an impact on our lives today.

Key Vocabulary

Beyond living memory, discovery, trade, significant, nationally, globally, transported, living memory, Cause, consequence, motivation, choices, evidence, demonstration, democracy, biography, autobiography, significant, achievements

Enquiry question: **What impact have significant people from the past had on my life today?**

Session1: **What is a biography and an autobiography?**

What is a biography?

Explain that it is the story of someone's life. Children may have seen/read biographies of famous people. A *biography* is written by an author using information you have given them, or they have found out by asking your family and friends. How do you think they find information about a person who is not alive?

Explore a couple of famous biographies or biographies of the class teacher.

Recall 3 significant facts and place in chronological order.

What is an autobiography?

An *autobiography* is a book written about your own life by yourself, whereas a *biography* is written by an author using information you have given them, or they have found out by asking your family and friends.

Thought shower possible significant, interesting, and amusing events in the children's lives. Pick about six and place in chronological order. Children produce their autobiography, and perhaps add photos or illustrations.

Session 2: **What does famous or significant mean?**

What do we mean when we say someone is famous? Do children know someone famous? Why are they famous? Do they know someone famous from the past? Why do we still remember them? Sometimes the person is very famous because they have led a very interesting or unusual life. This makes them significant.

Explore briefly different famous people and explore the reasons for why we know them. We are now going to learn about significant people that have made an impact to lives globally.

Session 3: **Why was Queen Elizabeth II significant?**

Recap/ introduce within 'living' living memory.

Recap/ introduce the language and concept of what a monarch is. Show them images of real British monarchs from different eras. Ask the children to discuss with a partner and highlight the elements in the images that make the children think that they might be royalty. The children will hopefully be drawn to crowns, sceptres, expensive and detailed clothes, etc

Now, begin the focus on Queen Elizabeth II by introducing the children to her as a young girl. Show the children one or more images of the young princess, along with the newsreel (see HA resources). Who is this person?

Show them pictures of Queen Elizabeth II at different ages and start to develop a timeline of her life.

Explore how Queen Elizabeth II was significant in our local area/ nationally and globally (look at ERII signage on post-boxes, stamps and UK coins and other money within the commonwealth).

Tell the children she was the longest reigning British monarch and saw many changes in her lifetime (15 Prime Ministers).

Session 4: **Who was Walter Tull and what did he achieve?**

Recap/ introduce 'beyond' living memory

Show two pictures of Walter Tull (one of him in his football kit and one of him wearing his soldier's uniform) and ask what we can deduce from these sources.

Are the clothes like the clothes footballers and soldiers wear now? How are they different? How can we tell that this person lived a very long time ago?

Explain Walter Tull lived between 1888 and 1918, that he was one of the first mixed-race professional footballers, and was also the first English black officer to lead white soldiers in WWI and that makes him doubly significant.

Place him correctly on a timeline

Show pictures of men going to enlist and the Kitchener poster. Describe briefly the events that led to Walter being sent to war in WWI, some of his achievements in battle and how he died.

Remind children that he was the first black officer to lead white men during war.

Explore how Walter Tull is celebrated (the memorial at Northampton football ground, on £5 coin etc).

### Session 5: **Who was Edith Cavell and why is she significant?**

Recap/ introduce 'beyond' living memory.

Show the children a picture of Edith Cavell and ask what we can deduce from the picture.

Explain Edith Cavell lived between 1865 and 1915, that she was a nurse during WWI, saving many lives on both sides and help trained other nurses.

Show the children a picture and painting of Edith Cavell in her nursing uniform and compare to a picture of a modern-day nurse. How are they different (uniform, equipment and gender).

Describe briefly that Edith went to Belgium in 1907 and she trained nurses for hospitals, schools and nurseries but WWI broke out in 1914 and Germany invaded Belgium. She looked after British and French soldiers, and she secretly took 200 soldiers out of Belgium. This broke the law so the Germans arrested her and she died.

Explore how Edith Cavell is celebrated (Edith Cavell Memorial in London and Norwich)

### Session 6: **Who was Isambard Kingdom Brunel and what did he achieve? (1806-1859 Engineer)**

Recap 'beyond' living memory. Show pictures of Brunel and ask what we can deduce from these sources.

- He was an **engineer**.
- He designed some of the most famous **bridges, tunnels, railways** and **boats** in the world.
- His designs changed the lives of many people.
- He lived around 200 years ago, during the **Victorian** age
- Brunel designed the **Great Western Railway**, the **Clifton Suspension Bridge**, the **Box Tunnel** (the longest tunnel in the world at the time) and **London Paddington Station**. All of these are still working today.
- He is considered to be one of the greatest civil engineers of the 1800s
- His ship **SS Great Britain** was the first with a steam-powered propeller. It's now a museum

Explore the national and global impacts of his work.

### Session 7: **How have significant people impacted your life today?**

Recap key achievements of each person.

Queen Elizabeth – longest reigning British monarch

Walter Tull – link to developments in diversity in football

Edith Cavell – link to equality for all

Isambard Kingdom Brunel – developments in technology and movement between settlements

What impact have significant people from the past had on my life today?

Future learning this content supports:

- Anglo-Saxons and Vikings UKS2
- Conflicts through time UKS2